

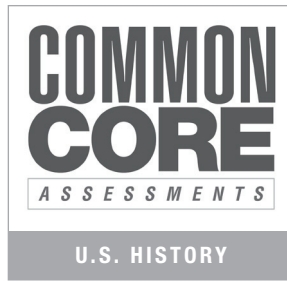
U.S. HISTORY

The  
Colonial Era

COMMON  
CORE

A S S E S S M E N T S

MindSparks  
CHALLENGING STUDENTS TO THINK HISTORICALLY



# The Colonial Era

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# Teacher Introduction

These Common Core History Assessments have been designed to help your students develop key literacy and history thinking skills as they learn about the Colonial era. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Similar sets of assessments are available (or planned) for each unit in a typical American history class.

## ★ *Historical Thinking and the Challenge of the Common Core*

This set includes nine assessments aligned with the first nine Common Core History/Social Studies Reading Standards. We have left out the tenth Common Core History/Social Studies Reading standard, which does not lend itself to assessments of the sort provided here. The set also includes two writing tasks aligned with two key Common Core History/Social Studies Writing Standards.

These Common Core standards challenge history teachers to develop in students the complex literacy skills they need in today's world and the ability to master the unique demands of working with historical primary and secondary source texts. The Common Core standards are supportive of the best practices in teaching historical thinking. Such practices include close reading, attending to a source's point of view and purpose, corroborating sources, and placing sources in their historical context. These are the skills needed to make history less about rote learning and more about an active effort to investigate and interpret the past.

These assessments are also useful in many ways for ELA teachers. They assess many of the skills specified in the College and Career Readiness Anchor Standards, which put a good deal of emphasis on the reading of informational texts. The Anchor Standards form the basis for all of the various Common Core standards for English Language Arts.

## ★ *What Are These Assessments Like?*

- *A group of nine reading skills assessments and two writing tasks for each major era of American History*

Each reading skills assessment is based on one of the key Common Core History/Social Studies Reading Standards. Two writing tasks are based on the first two College and Career Readiness Anchor Standards for Writing, which are the basis for the Common Core History/Social Studies Writing Standards. The two writing standards focus on writing arguments to support claims and writing informative/explanatory texts.

- *Based on primary or secondary sources*

In most cases, one primary source is used. In some cases, an assessment is based on more than one primary source or on a primary and a secondary source. The sources are brief. In most cases, texts have been slightly altered to improve readability, but without changing meaning or tone.

- *Brief tasks promoting historical literacy*

For each assessment, students write brief answers to one or two questions. The questions are not tests of simple factual recall. They assess the student's mastery of the skills addressed by that assessment's Common Core History/Social Studies Standard.

- *Two versions of each of the nine reading standards assessments*

A *Basic* and an *Advanced* version of each assessment are provided. The *Basic* Assessment addresses the Common Core Standard for grades 6–8. The *Advanced* Assessment is based on the Common Core Standard for grades 9–10 and grades 11–12 combined. Each version uses the same source or sources. In some cases, sources have been somewhat shortened for the *Basic* version.

- *Easy to use both as learning and assessment tools*

These assessments do not take valuable time away from instruction. The primary sources and background information on each source make them useful mini-lessons as well as tools to assess student historical thinking skills. The sources all deal with themes and trends normally covered when teaching the relevant historical era.

- *Evaluating student responses*

Brief but specific suggestions are provided defining acceptable and best responses to each question asked in the assessment. The suggestions are meant to aid in evaluating students, but even more importantly they are a way for teachers to help students better understand and master the skills on which the assessment is focused.

# The Colonial Era Assessment 1

Basic Level

## Teacher Instructions

Based on Common Core Reading Standard 1 for grades 6–8

### ★ Key Ideas and Details

1. **(6–8)** Cite specific textual evidence to support analysis of primary and secondary sources.

### ★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*The Colonial Era: Assessment 1* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 6–8. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past.

### ★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should refer to specific details that the two documents share—such as references to a building for storing commonly held goods, the construction of huts or cottages, and the extreme difficulties of the first winter. Answers to the second assessment question should note the many references in Document 2 to Native Americans and the various ways they affected the colony. The shift of focus from the colonists only in Document 1 to the colonists in relation to the Indians in Document 2 is the most important way the two texts differ.

## The Colonial Era: Assessment 1

**Directions:** This exercise asks you to read a primary source document and a secondary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

**CCS Standard 1:** Cite specific textual evidence to support analysis of primary and secondary sources.

### Document 1: A Primary Source

*After this they chose, or rather confirmed, Mr. John Carver (a godly man well approved of by them) as their Governor for that year. They then provided a place for their commonly held goods and began some small cottages for their habitation. From time to time, they met and consulted about laws and orders, both for their civil and military government as the necessity of their condition called for. Later they added to these as urgent occasion at several times and cases did require.... But what was most sad and lamentable was, that in two or three months' time, half of their company died, especially in January and February, being the depth of winter, and lacking houses and other comforts, being infected with the scurvy and other diseases which this long voyage and uncomfortable condition had brought upon them.*

**Source Information:** This document is a primary source. That is, it is a document with evidence about past events by someone who experienced or took part in those events. The document is from William Bradford's famous history *Of Plymouth Plantation, 1620–1647*, edited by Samuel Eliot Morison (Knopf, 1952). Bradford was one of the original English settlers who landed in Massachusetts on the Mayflower in 1620. He was governor of the colony from 1621 to 1657, except for five years. Just before landing, the settlers signed the famous Mayflower Compact. In it, they agreed to form their own society and government. In this passage, Bradford described what happened next.

Source: Bradford, William, and Samuel Eliot Morison, ed. *Of Plymouth Plantation, 1620-1647*. New York: Knopf, 1952.

**Document 2: A Secondary Source**

The Pilgrims settled in a good place. It was on high ground near a stream. Indians had already stored some corn there, but the Indians themselves were gone. This helped the colony by leaving it with empty fields of fairly rich soil. The first thing the colonists did was build a structure to store supplies from their ship. This “Common House” was also a good place to meet, and it later was used as a hospital. Small lots along a main street were divided up among the families, and they built several cottages or simple huts for themselves. The colonists also brought a cannon ashore, which they could use along with their muskets to protect themselves against Indian attacks. The first months of the colony were difficult. It was winter, and the cold and lack of food made life miserable. Half the colonists died. In the spring of 1621, two Indians appeared, Samoset and Squanto. They helped the colonists plant corn and learn how to survive in this new land.

**Source Information:** This document is a secondary source account of the beginnings of Plymouth colony. A secondary source is an account written about past events later by someone who did not experience or take part in those events. As a secondary source, this document is not evidence from the time of the Pilgrim settlement. It is a later account by someone writing about that time. This particular historical account was written in 2013 specifically for use as part of this activity.

**Assessment Questions**

1. Compare Bradford’s account to the secondary source account. What specific details about the Pilgrims’ first year are included in both accounts? List as many as you can.
2. What key differences do you see in these accounts? In a sentence or two, explain the most important way in which the two accounts differ.

# The Colonial Era Assessment 1

*Advanced Level*

## Teacher Instructions

*Based on Common Core Reading Standard 1 for grades 9–12*

### ★ *Key Ideas and Details*

- 1. (9–10)** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 1. (11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

### ★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*The Colonial Era: Assessment 1* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 9–10 and 11–12 combined. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past. As called for by the Common Core standard for grades 11–12, it also prompts students to relate the textual details to "an understanding of the text as a whole."

### ★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should refer specifically to such details in Document 1 as the appointing of a governor, the building of storage facilities, the holding of meetings as a group to deal with political and military matters, etc. In addition, responses should indicate how these details reveal a deliberate effort to create a functioning political society. The best responses should also deal in some way with the signs of trouble in achieving this goal (starvation, political conflict, etc.). In responding to the second question, students should refer Document 2's inclusion of details about Native Americans and note in some clear way how this affects the document's overall view of the nature of Plymouth's experience in its first months.

## The Colonial Era: Assessment 1

**Directions:** This exercise asks you to read one primary source document carefully and answer questions having to do with specific details in the document. In order to better understand the document and its importance as historical evidence, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

**CCS Standard 1: (9–10)** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **(11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

### Document 1: A Primary Source

*After this they chose, or rather confirmed, Mr. John Carver (a godly man well approved of by them) as their Governor for that year. They then provided a place for their commonly held goods and began some small cottages for their habitation. From time to time, they met and consulted about laws and orders, both for their civil and military government as the necessity of their condition called for. Later they added to these as urgent occasion at several times and cases did require. In these hard and difficult beginnings they found some discontents and murmurings arise amongst some, and mutinous speeches and bearing in others. But they were soon quelled and overcome by the wisdom, patience, and just and equal carriage of things, by the Governor and better part, which held faithfully together in the main. But what was most sad and lamentable was, that in two or three months' time, half of their company died, especially in January and February, being the depth of winter, and lacking houses and other comforts, being infected with the scurvy and other diseases which this long voyage and uncomfortable condition had brought upon them.*

**Source Information:** This document is a primary source. That is, it is a document with evidence about past events by someone who experienced or took part in those events. The document is from William Bradford's famous history *Of Plymouth Plantation, 1620–1647*, edited by Samuel Eliot Morison (Knopf, 1952). Bradford was one of the original English settlers who landed in Massachusetts on the Mayflower in 1620. He was governor of the colony from 1621 to 1657, except for five years. Just before landing, the settlers signed the famous Mayflower Compact. In it, they agreed to form their own society and government. In this passage, Bradford described what happened next.

Source: Bradford, William, and Samuel Eliot Morison, ed. *Of Plymouth Plantation, 1620-1647*. New York: Knopf, 1952.

## Document 2: A Secondary Source

The Pilgrims settled in a good place. It was on high ground near a stream. Indians had already stored some corn there, but the Indians themselves were gone. This helped the colony by leaving it with empty fields of fairly rich soil. The first thing the colonists did was build a structure to store supplies from their ship. This “Common House” was also a good place to meet, and it later was used as a hospital. Small lots along a main street were divided up among the families, and they built several cottages or simple huts for themselves. The colonists also brought a cannon ashore, which they could use along with their muskets to protect themselves against Indian attacks. The first months of the colony were difficult. It was winter, and the cold and lack of food made life miserable. Half the colonists died. In the spring of 1621, two Indians appeared, Samoset and Squanto. They helped the colonists plant corn and learn how to survive in this new land.

**Source Information:** This document is a secondary source account of the beginnings of Plymouth colony. A secondary source is an account written about past events later by someone who did not experience or take part in those events. As a secondary source, this document is not evidence from the time of the Pilgrim settlement. It is a later account by someone writing about that time. This particular historical account was written in 2013 specifically for use as part of this activity.

## Assessment Questions

1. Those who arrived at Plymouth in 1620 were not simply individuals seeking a place to live. They were out to create an entire society and government. Highlight the details in Bradford’s account that help to make this clear. In a brief paragraph, explain why you have chosen those particular details.
2. Notice how the accounts in Documents 1 and 2 differ in the details they include. How do these differences affect the overall impression each document gives you of Plymouth’s first months?

# The Colonial Era Assessment 2

Basic Level

## Teacher Instructions

Based on Common Core Reading Standard 2 for grades 6–8

### ★ Key Ideas and Details

- 2. (6–8)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### ★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*The Colonial Era: Assessment 2* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 6–8. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

### ★ Evaluating Student Responses to this Assessment

Acceptable responses to the two assessment questions should focus on Colden's central idea of the Iroquois Five Nations as a confederacy of great power, a deep warlike spirit, and with vast geographical reach. Many phrases suggest this overall view—such as “gave full swing to their warlike genius,” “resolved to revenge,” “the Five Nations pursued them,” “a desire they had of conquering,” “entirely destroyed many nations,” etc.

## The Colonial Era: Assessment 2

**Directions:** This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

**CCS Standard 2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### Primary Source Document

*The Five Nations being now amply supplied by the English with firearms and ammunition, gave full swing to their warlike genius, and soon resolved to revenge the affronts they had at any time received from the Indian nations that lived at a greater distance from them. The nearest nations, as they were attacked, commonly fled to those that were further off, and the Five Nations pursued them. This, together with a desire they had of conquering and making all the nations round them their tributaries, made them overrun great part of North America. They carried their arms as far south as Carolina, to the northward of New England, and as far west as the River Mississippi over a vast country, which extends twelve hundred miles in breadth; where they entirely destroyed many nations, of whom there are now no accounts remaining among the English.*

**Source Information:** The Iroquois Confederacy was made up of five Indian tribes, or nations. These tribes lived in what was to become the English colony of New York. This passage is from an early history of the Iroquois Confederacy, *The History of the Five Indian Nations of Canada*. It was written in the 1720s by Cadwallader Colden. Colden was an official in colonial New York who helped the colony deal with the Iroquois. British officials like Colden saw the Iroquois as allies who could help the British in conflicts with other Native American peoples. In his book, Colden refers to the Iroquois as the “Five Nations.” Here he offers his view of Iroquois power in North America as of the late 1600s.

Source: Colden, Cadwallader. *The History of the Five Indian Nations of Canada*. New York: AMS Press, 1973.

### Assessment Questions

1. What words or phrases does Colden use to forcefully express his view of the Five Nations?
2. In your own words, sum up in a sentence or two the overall idea Colden wants the reader to get about the Five Nations.

# The Colonial Era Assessment 2

*Advanced Level*

## Teacher Instructions

Based on Common Core Reading Standard 2 for grades 9–12

### ★ Key Ideas and Details

- 2. (9–10)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 2. (11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

### ★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*The Colonial Era: Assessment 2* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 9–10 and grades 11–12 combined. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. Moreover, when it comes to the unique demands of thinking historically, we do also want students to use knowledge of historical context to help them interpret sources. But that sort of contextualizing also demands that students suspend their own present-day ideas while studying a source. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

### ★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment questions should stress the great power and warlike tendencies Colden attributes to the Iroquois Five Nations. Many phrases suggest this overall view of the Five Nations—such as “gave full swing to their warlike genius,” “resolved to revenge,” “the Five Nations pursued them,” “a desire they had of conquering,” “entirely destroyed many nations,” etc. Responses to the second assessment question should use these phrases along with the source information to seek to explain Colden’s own bias or point of view. The best responses will note that British officials like Colden might want to depict their Iroquois allies as dominant throughout the region.

## The Colonial Era: Assessment 2

**Directions:** This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

**CCS Standard 2: (9–10)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. **(11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

### Primary Source Document

*The Five Nations being now amply supplied by the English with firearms and ammunition, gave full swing to their warlike genius, and soon resolved to revenge the affronts they had at any time received from the Indian nations that lived at a greater distance from them. The nearest nations, as they were attacked, commonly fled to those that were further off, and the Five Nations pursued them. This, together with a desire they had of conquering and making all the nations round them their tributaries, made them overrun great part of North America. They carried their arms as far south as Carolina, to the northward of New England, and as far west as the River Mississippi over a vast country, which extends twelve hundred miles in breadth; where they entirely destroyed many nations, of whom there are now no accounts remaining among the English.*

**Source Information:** The Iroquois Confederacy was made up of five Indian tribes, or nations. These tribes lived in what was to become the English colony of New York. This passage is from an early history of the Iroquois Confederacy, *The History of the Five Indian Nations of Canada*. It was written in the 1720s by Cadwallader Colden. Colden was an official in colonial New York who helped the colony deal with the Iroquois. British officials like Colden saw the Iroquois as allies who could help the British in conflicts with other Native American peoples. In his book, Colden refers to the Iroquois as the “Five Nations.” Here he offers his view of Iroquois power in North America as of the late 1600s.

Source: Colden, Cadwallader. *The History of the Five Indian Nations of Canada*. New York: AMS Press, 1973.

### Assessment Questions

1. Briefly state Colden’s overall view of the Five Nations, and identify several details he includes in the text to support his view.
2. What in the passage itself and in the source information suggests why Colden might want to depict the Iroquois as he does here?

# The Colonial Era Assessment 3

Basic Level

The primary source document for this assessment is also used in Assessment 2.

## Teacher Instructions

Based on Common Core Reading Standard 3 for grades 6–8

### ★ Key Ideas and Details

- 3. (6–8)** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### ★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*The Colonial Era: Assessment 3* is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 6–8. It asks students to follow the way a set of ideas or sequence of events in a text interacts together to describe a process or develop a central idea. This activity assesses the student’s ability to read closely in order to understand various connections between each detail and the next in a text.

### ★ Evaluating Student Responses to this Assessment

Acceptable responses to the assessment question should identify adequately the three parts of the text referred to in it. Colden describes the Iroquois as an aggressive conquering force imposing its will throughout a very large region. He claims that they were able to attain this role because of their access to English weapons. He describes the outcome as Iroquois expansion through a large area of eastern North America and the destruction of other Indian nations in that region.

## The Colonial Era: Assessment 3

**Directions:** This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment question that follows.

**CCS Standard 3:** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### Primary Source Document

*The Five Nations being now amply supplied by the English with firearms and ammunition, gave full swing to their warlike genius, and soon resolved to revenge the affronts they had at any time received from the Indian nations that lived at a greater distance from them. The nearest nations, as they were attacked, commonly fled to those that were further off, and the Five Nations pursued them. This, together with a desire they had of conquering and making all the nations round them their tributaries, made them overrun great part of North America. They carried their arms as far south as Carolina, to the northward of New England, and as far west as the River Mississippi over a vast country, which extends twelve hundred miles in breadth; where they entirely destroyed many nations, of whom there are now no accounts remaining among the English.*

**Source Information:** The Iroquois Confederacy was made up of five Indian tribes, or nations. These tribes lived in what was to become the English colony of New York. This passage is from an early history of the Iroquois Confederacy, *The History of the Five Indian Nations of Canada*. It was written in the 1720s by Cadwallader Colden. Colden was an official in colonial New York who helped the colony deal with the Iroquois. British officials like Colden saw the Iroquois as allies who could help the British in conflicts with other Native American peoples. In his book, Colden refers to the Iroquois as the “Five Nations.” Here he offers his view of Iroquois power in North America as of the late 1600s.

Source: Colden, Cadwallader. *The History of the Five Indian Nations of Canada*. New York: AMS Press, 1973.

### Assessment Question

In this passage, Colden describes three things: what the Iroquois did, why they were able to do it, and what its results were. Cite sentences or phrases to show where in the text he describes each of these three things.

# The Colonial Era Assessment 3

Advanced Level

The primary source document for this assessment is also used in Assessment 2.

## Teacher Instructions

Based on Common Core Reading Standard 3 for grades 9–12

### ★ Key Ideas and Details

- 3. (9–10) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 3. (11–12) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

### ★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*The Colonial Era: Assessment 3* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 9–10 and grades 11–12 combined. It asks students to follow the way a set of ideas or sequence of events in a text interact together to describe a process or develop a central idea. The activity assesses the student's ability to read closely in order to understand various connections between each detail and the next in a complex text. It also asks them to evaluate the explanation offered in the passage and consider how adequate it is.

### ★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should identify the three parts of the text referred to in the question. Colden describes the Iroquois as an aggressive conquering force imposing its will throughout a very large region. He claims they were able to achieve this status because of their access to English weapons. He describes the outcome as Iroquois expansion and the destruction of other Indian nations. Responses to the second assessment question will refer to the evidence Colden uses to back up his causal claim (about English weapons) and will explain why it is or is not adequate. The best responses will note the stress on one factor only and the lack of attention to other social, economic or cultural factors, such as the strength of a confederacy of tribes, the unique geographical location of the Five Nations, etc.

## The Colonial Era: Assessment 3

**Directions:** This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

**CCS Standard 3: (9–10)** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. **(11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

### Primary Source Document

*The Five Nations being now amply supplied by the English with firearms and ammunition, gave full swing to their warlike genius, and soon resolved to revenge the affronts they had at any time received from the Indian nations that lived at a greater distance from them. The nearest nations, as they were attacked, commonly fled to those that were further off, and the Five Nations pursued them. This, together with a desire they had of conquering and making all the nations round them their tributaries, made them overrun great part of North America. They carried their arms as far south as Carolina, to the northward of New England, and as far west as the River Mississippi over a vast country, which extends twelve hundred miles in breadth; where they entirely destroyed many nations, of whom there are now no accounts remaining among the English.*

**Source Information:** The Iroquois Confederacy was made up of five Indian tribes, or nations. These tribes lived in what was to become the English colony of New York. This passage is from an early history of the Iroquois Confederacy, *The History of the Five Indian Nations of Canada*. It was written in the 1720s by Cadwallader Colden. Colden was an official in colonial New York who helped the colony deal with the Iroquois. British officials like Colden saw the Iroquois as allies who could help the British in conflicts with other Native American peoples. In his book, Colden refers to the Iroquois as the “Five Nations.” Here he offers his view of Iroquois power in North America as of the late 1600s.

Source: Colden, Cadwallader. *The History of the Five Indian Nations of Canada*. New York: AMS Press, 1973.

### Assessment Questions

1. Describe both the causes and the consequences of the Iroquois’ rise to power as Colden describes it in this passage.
2. In your opinion, how complete is Colden’s explanation for the rise and spread of Iroquois power? Explain what other factors he might have left out.

# The Colonial Era Assessment 4

*Basic Level*

## Teacher Instructions

Based on Common Core Reading Standard 4 for grades 6–8

### ★ *Craft and Structure*

4. (6–8) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

### ★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*The Colonial Era: Assessment 4* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 6–8. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the student's ability to read closely in order to understand terms in these ways.

### ★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should demonstrate that students understand the underlined phrases themselves. Good responses to the second assessment question will rewrite the paragraph and its phrases while maintaining their meaning in context. Here is one possible model of such a paragraph:

*From George the Second, by the Grace of God, to all who receive this message, greetings. We are accurately informed that many poor people in our realm are in great poverty through misfortune and lack of work, and they do not have what they and their families need to survive. If they had a way to pay all the costs of getting to our new settlements, they would gladly come to America where, by clearing and farming new land, they could meet their needs and also strengthen our colonies. And this would increase the trade, navigation and wealth of these realms.*

## The Colonial Era: Assessment 4

**Directions:** This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

**CCS Standard 4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

### Primary Source Document

*George the Second by the Grace of God—to all to whom these presents shall come, greeting. Whereas we are credibly informed that many of our poor subjects are, through misfortunes and want of employment, reduced to great necessity, insomuch as by their labor they are not able to provide a maintenance for themselves and families. And if they had means to defray the charge of passage and other expenses incident to new settlements, they would be glad to be settled in any of our provinces in America where by cultivating the lands, which are at present waste and desolate, they might not only gain a comfortable subsistence for themselves and families, but also strengthen our colonies and increase the trade, navigation and wealth of these our Realms.*

**Source Information:** Georgia was the last of the original thirteen colonies Great Britain established in what would become the United States. British King George II issued a charter in 1732 granting the colony to General James Oglethorpe. The charter described Georgia as a narrow strip of land just to the west of South Carolina. Georgia was to provide a refuge for poor debtors on some of the frontier lands of colonial America. This document is the opening paragraph of that charter. In the paragraph, King George II lists one reason for wanting to see the colony established.

Source: Saye, Albert E., ed. *Georgia's Charter of 1732*. Athens: University of Georgia Press, 1942. Quoted in "Georgia Charter of 1732," *GeorgiaInfo*, accessed August 1, 2013, <http://georgiainfo.galileo.usg.edu/charter.htm>.

### Assessment Questions

1. Notice the underlined phrases in this document. List the meanings of these phrases as they are used in the paragraph.
2. Rewrite the paragraph using your own words in place of the underlined phrases. Include as much of the original meaning as you can.

# The Colonial Era Assessment 4

Advanced Level

## Teacher Instructions

Based on Common Core Reading Standard 4 for grades 9–12

### ★ Craft and Structure

- 4. (9–10)** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- 4. (11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

### ★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*The Colonial Era: Assessment 4* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 9–10 and grades 11–12 combined. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the student's ability to read closely in order to understand terms in these ways.

### ★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should demonstrate that students understand the underlined phrases within the context of this document. They should also point out how the phrases appear to express deep sympathy for the King's poor subjects and the needs of other colonists on the frontier for greater protection. Responses to the second assessment question may defend the King as honestly expressing sympathy for his poor subjects. However, other students may wonder whether he may be equally or more concerned to protect South Carolina and enhance commerce in the region.

## The Colonial Era: Assessment 4

**Directions:** This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

**CCS Standard 4: (9–10)** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. **(11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

### Primary Source Document

*George the Second by the Grace of God—to all to whom these presents shall come, greeting. Whereas we are credibly informed that many of our poor subjects are, through misfortunes and want of employment, reduced to great necessity, insomuch as by their labor they are not able to provide a maintenance for themselves and families. And if they had means to defray the charge of passage and other expenses incident to new settlements, they would be glad to be settled in any of our provinces in America where by cultivating the lands, which are at present waste and desolate, they might not only gain a comfortable subsistence for themselves and families, but also strengthen our colonies and increase the trade, navigation and wealth of these our realms.*

*And whereas our provinces in North America have been frequently ravaged by Indian enemies, especially that of South Carolina, which in the late war by the neighboring savages was laid waste with fire and sword, and great numbers of the English inhabitants miserably massacred. And our loving subjects who now inhabit these regions, by reason of the smallness of their numbers, will in case of any new war be exposed to the like calamities in as much as their whole Southern frontier continues unsettled and lies open to the said savages.*

**Source Information:** Georgia was the last of the original thirteen colonies Great Britain established in what would become the United States. British King George II issued a charter in 1732 granting the colony to General James Oglethorpe. The charter described Georgia as a narrow strip of land just to the west of South Carolina. Georgia was to provide a refuge for poor debtors on some of the frontier lands of colonial America. This document includes the opening two paragraphs of the charter. In these paragraphs, King George II lists two reasons for wanting to see the colony established.

Source: Saye, Albert E., ed. *Georgia's Charter of 1732*. Athens: University of Georgia Press, 1942. Quoted in "Georgia Charter of 1732," *GeorgiaInfo*, accessed August 1, 2013, <http://georgiainfo.galileo.usg.edu/charter.htm>.



# The Colonial Era Assessment 5

*Basic Level*

## Teacher Instructions

*Based on Common Core Reading Standard 5 for grades 6–8*

### ★ *Craft and Structure*

**5. (6–8)** Describe how a text presents information (e.g., sequentially, comparatively, causally).

### ★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*The Colonial Era: Assessment 5* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 6–8. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, chapters, as well as its various stylistic features. These formal elements can contribute to a text's meanings in many ways. This activity assesses the student's ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

### ★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the assessment questions should note some details that suggest the document's use of formal, legal language. The best responses will comment on details that help the document achieve its goal of gaining the English government's approval of the rebellion. Such details include repeated references to "his Majesty's interests," thereby conveying a sense of loyalty to the king, and also the way the declaration lists each charge with the solemn and official-sounding phrase "For having..." The declaration also suggests broad public backing for the charges, as in Bacon's use of "we" instead of "I," or in his title "General by Consent of the People."

## The Colonial Era: Assessment 5

**Directions:** This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

**CCS Standard 5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).

### Primary Source Document

*The Declaration of the People.*

- *For having, under false promises to build public works, raised great unjust taxes upon the commonality for the advancement of private favorites and other sinister ends.*
- *For having abused and rendered contemptible the Magistrates of Justice, by appointing as judges, scandalous and ignorant favorites.*
- *For having wronged his Majesty's rights and interests assuming a monopoly of the beaver trade, and by doing so, having betrayed and sold his Majesty's country and the lives of his loyal subjects to the barbarous heathen.*
- *For having protected, favored, and emboldened the Indians against his Majesty's loyal subjects, never planning, requiring, or appointing any due or proper means of thwarting their many invasions, robberies, and murders committed upon us.*
- *For having expressly countermanded, and sent back our Army when it was just upon the track of those Indians, who now in all places burn, spoil, murder, and when we might with ease have destroyed them.*

*Of this and the other Articles mentioned, we accuse Sir William Berkeley as guilty of each and every one of the same, and as one who has traitorously attempted, violated and injured his Majesty's interest.... And we do further demand that the said Sir William Berkeley with all the persons in this list be forthwith delivered up or surrender themselves.*

*Nathaniel Bacon, General by Consent of the people.*

**Source Information:** In 1676, young Nathaniel Bacon led Virginia settlers in a rebellion against Governor William Berkeley. Like Governor Berkeley, Bacon was from a wealthy aristocratic family in England. But Bacon became a planter in what were then the less well-off frontier parts of the colony of Virginia. He was unhappy about what he saw as the colony's weak response to Indian attacks in those frontier regions. He felt Berkeley had refused to defend the less wealthy settlers of these regions and had thwarted efforts to fight the Indians. Bacon's rebellion was soon defeated, although it took forces from England some time to end it completely. This document is part of a Declaration Bacon issued on July 30, 1676. In it, he gave himself the title of "General by Consent of the People."

Source: Bacon, Nathaniel. "Declaration in the Name of the People." *American History: From Revolution to Reconstruction and Beyond*. Accessed August 1, 2013. [www.let.rug.nl/usa/documents/1651-1700/bacons-declaration-in-the-name-of-the-people-30-july-1676.php](http://www.let.rug.nl/usa/documents/1651-1700/bacons-declaration-in-the-name-of-the-people-30-july-1676.php).

# *Student Handout*

## **Assessment Questions**

1. This document resembles certain kinds of official documents. Describe some of the words, phrases and paragraph patterns that help to give it this tone of official authority?
2. Why do you think Bacon chose to present his charges against the Governor in this form and style?  
[Note: “form” refers to the format in which the document was written. “Style” refers to the manner of writing used.]

# The Colonial Era Assessment 5

*Advanced Level*

## Teacher Instructions

Based on Common Core Reading Standard 5 for grades 9–12

### ★ *Craft and Structure*

- 5. (9–10)** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 5. (11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

### ★ *Using this Assessment*

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*The Colonial Era: Assessment 5* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 9–10 and grades 11–12 combined. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, chapters, as well as its various stylistic features. Students should see how structure is deliberately used to enable the text to achieve certain goals. Such formal elements can contribute to a text's meanings in many ways. This activity assesses the student's ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

### ★ *Evaluating Student Responses to this Assessment*

Good responses to the first assessment question should comment on such details as the listing of each charge with the solemn and official-sounding phrase "For having..." All of these end with an accusation in the style of a formal legal indictment. Rhetorical devices suggest broad public backing for the charges, as in the document's title, in Bacon's use of "we" instead of "I," and in his title "General by Consent of the People." Good answers to the second question will note the way the document seeks to gain the English government's approval of the rebellion. Such details include the language imitating official English legal or political documents. They also include the way the document expresses concern for "his Majesty's interests," conveying a sense of loyalty to the king and implying that Governor Berkeley was acting against the king.

## The Colonial Era: Assessment 5

**Directions:** This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

**CCS Standard 5: (9–10)** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. **(11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

### Primary Source Document

*The Declaration of the People.*

- *For having, under false promises to build public works, raised great unjust taxes upon the commonality for the advancement of private favorites and other sinister ends. For not having, during this long time of his Government, in any measure improved this hopeful Colony either by fortifications, towns or trade.*
- *For having abused and rendered contemptible the Magistrates of Justice, by appointing as judges, scandalous and ignorant favorites.*
- *For having wronged his Majesty's rights and interests by assuming a monopoly of the beaver trade, and by doing so, having betrayed and sold his Majesty's country and the lives of his loyal subjects to the barbarous heathen.*
- *For having protected, favored, and emboldened the Indians against his Majesty's loyal subjects, never planning, requiring, or appointing any due or proper means of thwarting their many invasions, robberies, and murders committed upon us.*

*For having expressly countermanded, and sent back our Army when it was just upon the track of those Indians, who now in all places burn, spoil, murder, and when we might with ease have destroyed them.... These Indians have ruined and laid desolate a great part of his Majesty's Country, and have now drawn themselves into such obscure and remote places, and are by their success so emboldened and confirmed, by their confederacy so strengthened that the cries of blood are in all places, and the terror of the people so great, are now become, not only a difficult, but a very formidable enemy, who might at first with ease have been destroyed....*

*Of this and the other Articles mentioned, we accuse Sir William Berkeley as guilty of each and every one of the same, and as one who has traitorously attempted, violated and injured his Majesty's interest.... And we do further demand that the said Sir William Berkeley with all the persons in this list be forthwith delivered up or surrender themselves.*

*Nathaniel Bacon, General by Consent of the people.*

**Source Information:** In 1676, young Nathaniel Bacon led Virginia settlers in a rebellion against Governor William Berkeley. Like Governor Berkeley, Bacon was from a wealthy aristocratic family in England. But Bacon became a planter in what were then the less well-off frontier parts of the colony of Virginia. He was unhappy about what he saw as the colony's weak response to Indian attacks in those frontier regions. He felt Berkeley had refused to defend the less wealthy settlers of these regions and had thwarted efforts to fight the Indians. Bacon's rebellion was soon defeated, though it took forces from England some time

to end it completely. This document is part of a Declaration Bacon issued on July 30, 1676. In it, he gave himself the title of “General by Consent of the People.”

Source: Bacon, Nathaniel. “Declaration in the Name of the People.” *American History: From Revolution to Reconstruction and Beyond*. Accessed August 1, 2013. [www.let.rug.nl/usa/documents/1651-1700/bacons-declaration-in-the-name-of-the-people-30-july-1676.php](http://www.let.rug.nl/usa/documents/1651-1700/bacons-declaration-in-the-name-of-the-people-30-july-1676.php).

### Assessment Questions

1. Think about how this document conveys a tone of official authority and implies widespread support for Bacon’s rebellion. What details of style and overall structure help it to achieve this effect?
2. Bacon was seeking to overthrow Governor Berkeley, whose colonial government was authorized by the Crown and was based on English law. It was in the hands of a local wealthy planter elite with many ties to powerful people in England. How do these facts help explain why Bacon would present his demands in the form they take in this document?

# The Colonial Era Assessment 6

Basic Level

## Teacher Instructions

Based on Common Core Reading Standard 6 for grades 6–8

### ★ *Craft and Structure*

- 6. (6–8)** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### ★ *Using this Assessment*

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*The Colonial Era: Assessment 6* is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 6–8. It asks students to note a text’s point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author’s background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view, they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

### ★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should note the many places where Mather expresses absolute certainty about witches or refers to eye-witness evidence of witchcraft from himself or other supposedly dependable observers. Good answers to the second assessment question will note that the jurors do not dispute the existence of witches in any clear way. They are profoundly sorry for their part in condemning people as witches. But what they mainly doubt is their ability to be certain about who is or is not a witch. They also question how reliable the “evidence” was on which they based their judgments. The best responses should note that Mather and the jurors share basic religious beliefs, in particular a belief in the great powers of the devil to deceive them and lead them astray.

## The Colonial Era: Assessment 6

**Directions:** This exercise asks you to read two primary source documents carefully and answer questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

**CCS Standard 6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### Document 1: A Written Primary Source

*This is the story of Goodwins' children, a story all made up of wonders! I have related nothing but what I judge to be true. I was myself an eye-witness to a large part of what I tell.... There is, I believe, not one particular thing in this narrative that would not be sworn to by more than one credible witness. The things of most concern in it were seen by many critical observers.... I do now likewise publish the history while the thing is yet fresh and new. And I challenge all men to detect so much as one designed falsehood, or even one important mistake, from the start to the finish of it. I have written as plainly as becomes an historian, as truly as becomes a Christian.... I am resolved after this, never to have patience with any man that shall deny the existence of devils, or of witches.*

**Source Information:** This passage is from Cotton Mather's 1689 bestselling book *Memorable Providences, Relating to Witchcrafts and Possessions*. Mather was a well-known minister in New England. *Memorable Providences* told the story of a case of supposed witchcraft directed against the Goodwins, a religious family in Boston. Mather's account was widely discussed throughout Puritan New England, including in Salem village in Massachusetts. Three years later, in 1692, charges of witchcraft spread through Salem village and beyond. The accusations led to the imprisonment and trial of hundreds of people. Twenty were executed.

Source: Mather, Cotton. 1689. *Memorable Providences, Relating to Witchcrafts and Possessions*. UMKC School of Law. Accessed August 1, 2013. [http://law2.umkc.edu/faculty/projects/ftrials/salem/asa\\_math.htm](http://law2.umkc.edu/faculty/projects/ftrials/salem/asa_math.htm).

### Document 2: A Written Primary Source

*We whose names are written here were called in the year 1692 to serve as jurors in court at Salem on a trial of many who were suspected guilty of doing acts of witchcraft upon the bodies of sundry persons. We confess that we ourselves were not capable to understand or withstand the mysterious delusions of the powers of darkness and the prince of the air. We were, for want of knowledge of ourselves and better information from others, prevailed with to take up with such evidence against the accused as, on further consideration and better information, we justly fear was insufficient for the touching the lives of any. (Deut. xvii. 6). Whereby we fear we have been instrumental with others, though ignorantly and unwittingly, to bring upon ourselves and this people of the Lord, the guilt of innocent blood.... We do therefore signify to all in general (and to the surviving sufferers in particular) our deep sense of and sorrow for our errors, in acting on such evidence to the condemning of any person.*

**Source Information:** Even as the Salem witch trials were ending, more people began to have doubts about them. Within just a few years, many people in Massachusetts came to see the trials as a huge injustice. In 1697, one judge in the trials, Samuel Sewall, publicly apologized for his role in the trials and asked for forgiveness. Also in 1697, Thomas Fisk, the jury foreman, and eleven other jurors in the Salem witch trials apologized for their role. Document 2 is a portion of that apology.

Source: Fisk, Thomas. *Confession of Salem Jurors*. Print. From Library of Congress, *Miscellaneous Items in High Demand*. Accessed August 1, 2013. <http://www.loc.gov/pictures/item/2004677365/>.

# Student Handout

## Assessment Questions

1. In this document, Mather expresses a very firm belief in the existence of witches. List several phrases he uses to stress how sure he is in this belief.
2. In what way do the Salem jurors differ from Mather in their views about witches and witchcraft trials? Do the two documents agree about witchcraft in any way? In answering, cite specific details from the documents.

# The Colonial Era Assessment 6

*Advanced Level*

## Teacher Instructions

*Based on Common Core Reading Standard 6 for grades 9–12*

### ★ *Craft and Structure*

- 6. (9–10)** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 6. (11–12)** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

### ★ *Using this Assessment*

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### ★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should note the many places where Mather expresses absolute certainty about witches or refers to solid eye-witness evidence from himself and other supposedly dependable observers. They should also note that the jurors express strong doubts about their ability to evaluate the evidence of witchcraft or its reliability. The best responses will note that the jurors do not deny the existence of witches and in fact believe it was the great powers of the devil that deceived them and lead them astray. Good answers to the second assessment question may vary. Some might note the different dates for the sources, one before and the other after the Salem trials. Some could reasonably suggest that Mather's insistence on his certainty may reveal a sense that even before Salem not everyone would agree with him.

## The Colonial Era: Assessment 6

**Directions:** This exercise asks you to read two primary source documents carefully and answer questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

**CCS Standard 6: (9–10)** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. **(11–12)** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

### Document 1: A Written Primary Source

*This is the story of Goodwins' children, a story all made up of wonders! I have related nothing but what I judge to be true. I was myself an eye-witness to a large part of what I tell.... There is, I believe, not one particular thing in this narrative that would not be sworn to by more than one credible witness. The things of most concern in it were seen by many critical observers, and the whole happened in the metropolis of English America to a religious and industrious family visited by many who satisfied themselves as to what happened. I do now likewise publish the history while the thing is yet fresh and new. And I challenge all men to detect so much as one designed falsehood, or even one important mistake, from the start to the finish of it. I have written as plainly as becomes an historian, as truly as becomes a Christian.... I am resolved after this, never to have patience with any man that shall deny the existence of devils, or of witches. I shall count that man ignorant who shall suspect, but I shall count him down-right impudent if he assert the non-existence of things which we have had such palpable convictions of.*

**Source Information:** This passage is from Cotton Mather's 1689 bestselling book *Memorable Providences, Relating to Witchcrafts and Possessions*. Mather was a well-known minister in New England. *Memorable Providences* told the story of a case of supposed witchcraft directed against the Goodwins, a religious family in Boston. Mather's account was widely discussed throughout Puritan New England, including in Salem village in Massachusetts. Three years later, in 1692, charges of witchcraft spread through Salem village and beyond. The accusations led to the imprisonment and trial of hundreds of people. Twenty were executed.

Source: Mather, Cotton. 1689. *Memorable Providences, Relating to Witchcrafts and Possessions*. UMKC School of Law. Accessed August 1, 2013. [http://law2.umkc.edu/faculty/projects/ftrials/salem/asa\\_math.htm](http://law2.umkc.edu/faculty/projects/ftrials/salem/asa_math.htm).

**Document 2: A Written Primary Source**

*We whose names are written here were called in the year 1692 to serve as jurors in court at Salem on a trial of many who were suspected guilty of doing acts of witchcraft upon the bodies of sundry persons.*

*We confess that we ourselves were not capable to understand or withstand the mysterious delusions of the powers of darkness and the prince of the air. We were, for want of knowledge of ourselves and better information from others, prevailed with to take up with such evidence against the accused as, on further consideration and better information, we justly fear was insufficient for the touching the lives of any. (Deut. xvii. 6). Whereby we fear we have been instrumental with others, though ignorantly and unwittingly, to bring upon ourselves and this people of the Lord, the guilt of innocent blood. This is a sin the Lord says in Scripture he would not pardon. (2Kings xxiv. 4)... We do therefore signify to all in general (and to the surviving sufferers in particular) our deep sense of and sorrow for our errors, in acting on such evidence to the condemning of any person.*

*And we declare that we justly fear that we were sadly deluded and mistaken, for which we are much disquieted and distressed in our minds. And we do therefore humbly beg forgiveness first of God for Christ's sake for this our error. And we pray that God would not impute the guilt of it to ourselves nor others. And we also pray that we may be considered candidly and aright by the living sufferers as being then under the power of a strong and general delusion, utterly unacquainted with and not experienced in matters of that nature.*

**Source Information:** Even as the Salem witch trials were ending, more people began to have doubts about them. Within just a few years, many people in Massachusetts came to see the trials as a huge injustice. In 1697, one judge in the trials, Samuel Sewall, publicly apologized for his role in the trials and asked for forgiveness. Also in 1697, Thomas Fisk, the jury foreman, and eleven other jurors in the Salem witch trials apologized for their role. Document 2 is a portion of that apology.

Source: Fisk, Thomas. *Confession of Salem Jurors*. Print. From Library of Congress, *Miscellaneous Items in High Demand*. Accessed August 1, 2013. <http://www.loc.gov/pictures/item/2004677365/>.

**Assessment Questions**

1. These documents express two points of view about witchcraft. Citing evidence from each text, explain what exactly their key differences are on this topic.
2. Both Mather and the Salem jurors focus heavily on the problem of evidence for witchcraft. What might explain their very different views on this subject?

# The Colonial Era Assessment 7

*Basic Level*

## Teacher Instructions

*Based on Common Core Reading Standard 7 for grades 6–8*

### ★ Integration of Knowledge and Ideas

- 7. (6–8)** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

### ★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*The Colonial Era: Assessment 7* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 6–8. It asks students to do something historians must do all the time—integrate evidence found in several primary sources presented in a variety of visual and textual formats.

### ★ Evaluating Student Responses to this Assessment

Acceptable responses to the assessment question should refer to specific details in the written texts and relevant visual features in the images. For example: Primary Source Document 1 refers to Satan as a “deluder” who can easily deceive the ignorant. Or in Primary Source Document 2, the dramatic gravestone image depicts death ready to snuff out life as it quickly passes (the hour glass held by the angel). Primary Source Document 3 includes several grim warnings to young children embedded in lessons on the alphabet.

## The Colonial Era: Assessment 7

**Directions:** This exercise asks you to study three primary source documents carefully and answer questions focused on what the sources have in common. In order to better understand these documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the assessment question that follows.

**CCS Standard 7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

### Document 1: A Written Primary Source

*It being one chief project of that old deluder, Satan, to keep men from the knowledge of the Scriptures, as in former times by keeping them in an unknown language, so in these latter times by persuading people not to read any language, so that at least the Scripture's true sense and meaning might be clouded and corrupted with false explanations of the text by saint-seeming deceivers; and to the end that learning may not be buried in the grave of our forefathers.*

*It is therefore ordered that every township in this jurisdiction, after the Lord hath increased them to fifty households shall forthwith appoint one within their town to teach all such children as shall resort to him to write and read.*

**Source Information:** Massachusetts Bay Colony was founded by a large Puritan migration from England in 1629. In a brief time, many new towns were founded in the colony. This document is part of the text of the Massachusetts School Law of 1647. The law was enacted by the Massachusetts General Court, which was the colony's governing assembly. This School Law reflects the high regard Puritans had for literacy. It also reflects the deep religious thinking that guided all public decisions in the colony, especially in its early decades.

Source: Shurtleff, Nathaniel Bradstreet, ed. 1853. *Records of the Governor and Company of the Massachusetts Bay in New England: Vol. II, 1642–1649*. Google Books. <http://books.google.com/books?id=ND8OAAAAIAAJ&printsec=frontcover#v=onepage&q&f=false>.



Courtesy of the Library of Congress

### Document 2: A Visual Primary Source

**Source Information:** This close-up photo is of the colonial New England tombstone of John Foster, Dorchester, dated 1681. The tombstone carving is attributed to the Stone Carver of Boston. On the right in the image is an angel holding an hour glass. The sun shines above, and the angel is fighting to stop death from putting out a flame. That flame stands for a person's spiritual life.

Source: Ludwig, Allan, photographer. "[Detailed Close-up of Colonial Tombstone: John Foster, Dorchester, Mass. 1681—Attributed to the Stone Carver of Boston.]" Photograph. N.d. From Library of Congress, Miscellaneous Items in High Demand. Accessed August 1, 2013. <http://www.loc.gov/pictures/item/2005681040/>.

# Student Handout

## Document 3: A Visual/Written Primary Source



Courtesy of the Library of Congress. Accessed at: <http://www.loc.gov/pictures/item/2006685814/>

A—In Adam's Fall We sinned all.

F—The idle Fool is whipt at school.

B—The life to mend, this Book attend.

G—As runs the Glass, man's life doth pass.

**Source Information:** This page from a New England primer was used to teach the alphabet to very young children in the so-called “dame schools” run by young women in most New England villages in the 1600s and 1700s. Above is the text for some of the letters shown in the primer.

Source: McGuffey's Eclectic Primer (Cincinnati, 1849). Woodcut print. From Library of Congress, Miscellaneous Items in High Demand. Accessed August 1, 2013. <http://www.loc.gov/pictures/item/2006685814/>.

### Assessment Question

The Puritans believed that all individuals face very serious spiritual dangers in life. In a way, each of these documents warns about this. Choose one or two details in each document that express this sense of warning or danger. Explain your choices.

# The Colonial Era Assessment 7

Advanced Level

## Teacher Instructions

Based on Common Core Reading Standard 7 for grades 9–12

### ★ Integration of Knowledge and Ideas

- 7. (9–10) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- 7. (11–12) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### ★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*The Colonial Era: Assessment 7* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 9–10 and 11–12 combined. It asks students to do something historians must do all the time—integrate evidence found in a wide variety of primary sources presented in many visual and textual formats. It also asks them to judge the relative strengths and weaknesses of visual as compared with written sources.

### ★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should note how all documents warn of real dangers facing every believer and the community and of the need to strive to confront those dangers. Responses should refer to specific details in the written texts and relevant visual features in the images. For example: Primary Source Document 1 refers to Satan as a “deluder” who can easily deceive the ignorant. Or in Primary Source Document 2, the dramatic gravestone image depicts death ready to snuff out life as it quickly passes (the hour glass held by the angel). Primary Source Document 3 includes several grim warnings to young children embedded in lessons on the alphabet. Best responses should distinguish features that relate this Puritan point of view to the individual soul from features having to do with the whole community.

Answers to assessment question 2 may vary. Students should defend a view by referring to specific visual features and explain why they do or do not add to an understanding of Puritan beliefs.

## The Colonial Era: Assessment 7

**Directions:** This exercise asks you to study three primary source documents carefully and answer questions focused on what the sources have in common. In order to better understand these documents and their importance as historical evidence, read and make use of the source information just below or next to each document itself. When you have studied the documents and the source information, answer the two assessment questions that follow.

**CCS Standard 7: (9–10)** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. **(11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### Document 1: A Written Primary Source

*It being one chief project of that old deluder, Satan, to keep men from the knowledge of the Scriptures, as in former times by keeping them in an unknown language, so in these latter times by persuading people not to read any language, so that at least the Scripture's true sense and meaning might be clouded and corrupted with false explanations of the text by saint-seeming deceivers; and to the end that learning may not be buried in the grave of our forefathers, in church and commonwealth, the Lord assisting our endeavors.*

*It is therefore ordered that every township in this jurisdiction, after the Lord hath increased them to fifty households shall forthwith appoint one within their town to teach all such children as shall resort to him to write and read.... And it is further ordered, that when any town shall increase to the number of one hundred families or householders, they shall set up a grammar school, the master thereof being able to instruct youth so far as they may be fitted for the university.*

**Source Information:** Massachusetts Bay Colony was founded by a large Puritan migration from England in 1629. In a brief time, many new towns were founded in the colony. This document is part of the text of the Massachusetts School Law of 1647. The law was enacted by the Massachusetts General Court, which was the colony's governing assembly. This School Law reflects the high regard Puritans had for literacy. It also reflects the deep religious thinking that guided all public decisions in the colony, especially in its early decades.

Source: Shurtleff, Nathaniel Bradstreet, ed. 1853. *Records of the Governor and Company of the Massachusetts Bay in New England: Vol. II, 1642–1649*. Google Books. <http://books.google.com/books?id=ND8OAAAAIAAJ&printsec=frontcover#v=onepage&q&f=false>.



Courtesy of the Library of Congress

### Document 2: A Visual Primary Source

**Source Information:** This close-up photo is of the colonial New England tombstone of John Foster, Dorchester, dated 1681. The tombstone carving is attributed to the Stone Carver of Boston. On the right in the image is an angel holding an hour glass. The sun shines above, and the angel is fighting to stop death from putting out a flame. That flame stands for a person's spiritual life.

Source: Ludwig, Allan, photographer. "[Detailed Close-up of Colonial Tombstone: John Foster, Dorchester, Mass. 1681—Attributed to the Stone Carver of Boston.]" Photograph. N.d. From Library of Congress, Miscellaneous Items in High Demand. Accessed August 1, 2013. <http://www.loc.gov/pictures/item/2005681040/>.

# Document 3: A Visual/Written Primary Source



Courtesy of the Library of Congress. Accessed at: <http://www.loc.gov/pictures/item/2006685814/>

A—In Adam's Fall We sinned all.

B—The life to mend, this Book attend.

C—The Cat doth play, and after slay.

D—A Dog will bite a thief at night.

E—An Eagle's flight is out of sight.

F—The idle Fool is whipt at school.

G—As runs the Glass, man's life doth pass.

H—My Book and Heart shall never part.

J—Job feels the rod, yet blesses God.

K—Proud Korah's troop was swallowed up.

L—The Lion bold the lamb doth hold.

M—The Moon gives light in time of night.

**Source Information:** This page from a New England primer was used to teach the alphabet to very young children in the so-called “dame schools” run by young women in most New England villages in the 1600s and 1700s. Above is the text for the letters shown in the primer.

Source: McGuffey's Eclectic Primer (Cincinnati, 1849). Woodcut print. From Library of Congress, Miscellaneous Items in High Demand. Accessed August 1, 2013. <http://www.loc.gov/pictures/item/2006685814/>.

# Student Handout

## Assessment Questions

1. The New England Puritans believed strongly that spiritual matters must be central for each individual and for society in general. How do these three documents illustrate the nature of this belief? In your response, refer specifically to features in all three documents.
2. Notice the visual features in Documents 2 and 3. What, if anything, do these features add to your understanding of Puritan spiritual views as expressed by all three documents?

# The Colonial Era Assessment 8

*Basic Level*

## Teacher Instructions

Based on Common Core Reading Standard 8 for grades 6–8

### ★ *Integration of Knowledge and Ideas*

**8. (6–8)** Distinguish among fact, opinion, and reasoned judgment in a text.

### ★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*The Colonial Era: Assessment 8* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 6–8. It asks students to pay attention to the way a text reasons its factual claims and to distinguish between these and expressions of opinion. This could mean paying close attention to the factual evidence offered or to the reasoning process and logic used to support a claim—as well as an ability to distinguish these from the text's biases or expressions of opinion. This activity assesses the student's ability to read closely in order to understand a text in these ways.

### ★ *Evaluating Student Responses to this Assessment*

Responses to the first assessment question should highlight such phrases as “*The people of Plymouth Plantation began to grow,*” “*the flowing of many people into the country,*” “*corn and cattle rose to a great price,*” “*as their stocks increased,*” “*they were scattered all over the Bay quickly,*” “*the church was also divided.*” Responses to the second assessment question should highlight such phrases as “*this benefit turned to their hurt,*” “*if this had been all, it would have been bad enough,*” “*those that had lived so long together in Christian and comfortable fellowship now had to part and suffer many divisions.*” In answering the second question, students should see that Bradford disapproves of the results of the trends he has described.

## The Colonial Era: Assessment 8

**Directions:** This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

**CCS Standard 8:** Distinguish among fact, opinion, and reasoned judgment in a text.

### Primary Source Document

*The people of Plymouth Plantation began to grow in their outward estates, by reason of the flowing of many people into the country, especially into the Bay of the Massachusetts. Because of this, corn and cattle rose to a great price, by which many were much enriched and commodities grew plentiful. And yet in other ways, this benefit turned to their hurt, and this increasing strength to their weakness. For now as their stocks increased, there was no longer any holding the people together, but now they must of necessity go to their large farms.... By which means they were scattered all over the Bay quickly, and the town in which they lived compactly till now was left very thin and in short time almost desolate. And if this had been all, it would have been bad enough. But the church was also divided, and those that had lived so long together in Christian and comfortable fellowship now had to part and suffer many divisions.*

**Source Information:** This passage is from William Bradford's famous history called *Of Plymouth Plantation, 1620–1647*, edited by Samuel Eliot Morison (Knopf, 1952). Bradford was one of the original Plymouth settlers. The colony was first settled in 1620. Bradford was governor of the colony from 1621 to 1657, except for five years. His passage here describes some problems the colony faced by 1632, when it began to grow and spread out away from the original settlement.

Source: Bradford, William, and Samuel Eliot Morison. *Of Plymouth Plantation, 1620-1647*. New York: Knopf, 1952.

### Assessment Questions

1. In this passage, Bradford describes how Plymouth colony was changing. Underline or highlight two or three key phrases that state facts about this change or explain why it was happening.
2. Bradford also expresses his opinion about this change. Underline or highlight phrases that express his opinion about the change.

# The Colonial Era Assessment 8

*Advanced Level*

## Teacher Instructions

Based on Common Core Reading Standard 8 for grades 9–12

### ★ Integration of Knowledge and Ideas

- 8. (9–10)** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 8. (11–12)** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

### ★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*The Colonial Era: Assessment 8* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 9–10 and grades 11–12 combined. It asks students to pay attention to the way a text backs up or seeks to explain its factual claims. This could mean paying close attention to the factual evidence offered in the text as compared with expressions of opinion. Or it could mean attention to the reasoning process and logic used to support a claim. It may also require students to examine underlying assumptions and bias in order to see how they shape or distort the reasoning process presented by the text. This activity assesses the student's ability to read closely in order to understand a text in these ways.

### ★ Evaluating Student Responses to this Assessment

The first clause in the passage describes the key change Bradford identifies. Basically, he says the colonists increased in number, obtained larger amounts of land, and became more prosperous farmers. Because of this prosperity, the community dispersed and divisions appeared within the church. These are factual claims about what changed and why. As to the second question, Bradford clearly favors a small, tightly compact community. Answers may vary as to how this affects his analysis of change in Plymouth. Some may think it does not have much effect, that he keeps his opinions separate from his factual analysis. Others may wonder whether Bradford's values lead him to exaggerate the trends and what he sees as the negative aspects of what took place.

## The Colonial Era: Assessment 8

**Directions:** This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

**CCS Standard 8: (9–10)** Assess the extent to which the reasoning and evidence in a text support the author’s claims. **(11–12)** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

### Primary Source Document

*The people of Plymouth Plantation began to grow in their outward estates, by reason of the flowing of many people into the country, especially into the Bay of the Massachusetts. Because of this, corn and cattle rose to a great price, by which many were much enriched and commodities grew plentiful. And yet in other ways, this benefit turned to their hurt, and this increasing strength to their weakness. For now as their stocks increased, there was no longer any holding the people together, but now they must of necessity go to their large farms. They could not otherwise keep their cattle, and since they had oxen, they must have land for plowing and tillage. And no man now thought he could live unless he had cattle and a great deal of ground to keep them, all striving to increase their stocks. By which means they were scattered all over the Bay quickly, and the town in which they lived compactly till now was left very thin and in short time almost desolate. And if this had been all, it would have been bad enough. But the church was also divided, and those that had lived so long together in Christian and comfortable fellowship now had to part and suffer many divisions.*

**Source Information:** This passage is from William Bradford’s famous history called *Of Plymouth Plantation, 1620–1647*, edited by Samuel Eliot Morison (Knopf, 1952). Bradford was one of the original Plymouth settlers. The colony was first settled in 1620. Bradford was governor of the colony from 1621 to 1657, except for five years. His passage here describes some problems the colony faced by 1632, when it began to grow and spread out away from the original settlement.

Source: Bradford, William, and Samuel Eliot Morison. *Of Plymouth Plantation, 1620-1647*. New York: Knopf, 1952.

### Assessment Questions

1. In this passage, Bradford sees Plymouth colony changing in a major way. How does he describe that big change and what factors does he think caused it?
2. Bradford seems to have a strong opinion about what he wanted Plymouth colony to be like. What is his opinion, and does it affect the way he describes the changes in Plymouth colony?

# The Colonial Era Assessment 9

Basic Level

## Teacher Instructions

Based on Common Core Reading Standard 9 for grades 6–8

### ★ Integration of Knowledge and Ideas

**9. (6–8)** Analyze the relationship between a primary and secondary source on the same topic.

### ★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*The Colonial Era: Assessment 9* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 6–8. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

### ★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should demonstrate awareness of Document 1's main idea, that Puritan New England achieved a "rough" equality (or "equity"), with some social distinctions still justified. Answers should refer to the claim that land was widely shared, that a formal agreement to live in harmony was made but also that some families had more land than others. Responses to the second assessment question should use Document 2 as evidence to confirm or contradict the claim made in Document 1. Some may see Mary Dudley's angry maid as evidence of wider social divisions than are suggested by Document 1. Or they may see the maid's independent spirit as evidence that some sort of "rough equality" did exist or was growing in New England. In either case, students should make clear their understanding that primary sources provide evidence that secondary sources need to explain.

## The Colonial Era: Assessment 9

**Directions:** This exercise asks you to read two documents carefully and answer questions about specific details in them. One document is a secondary source; the other is a historical primary source. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

**CCS Standard 9:** Analyze the relationship between a primary and secondary source on the same topic.

### Document 1: A Secondary Source

Puritan towns were the most completely and equitably planned of any American settlements. Land that had belonged to Indians was handed out free of charge to town-building groups, rather than individuals. To keep title to it, the group had to build a town around a congregational church and agree, in a signed covenant, to live in harmony and Christian brotherhood. Since Puritans believed in equity, not equality, men of means and stature were given larger allocations of land for their families. Even so, a rough equality prevailed, and every family received land to build homes and farms.

**Source Information:** This is a passage from an online secondary source account called *English Settlement/New England and Virginia*. As a secondary source, it is not evidence from the time of Puritan New England. It is a later account by a historian writing about Puritan New England. It describes the nature of the small communities the Puritans established in Massachusetts and other New England colonies. The passage gives a general description of the basic nature of those small communities. This account is from the transcript for a video for the “A Biography of America” program on the Annenberg Learner website.

Source: “A Biography of America: English Settlement.” Annenberg Learner. Accessed August 1, 2013. <http://www.learner.org/biographyofamerica/prog02/transcript/page04.html>.

### Document 2: A Primary Source

*I thought it convenient to acquaint you and my father with the great affliction I have met with by my maid servant, and how I wish through God's mercy to be freed from it. At her first coming to me, she carried herself dutifully as became a servant. But through mine and my husband's patience toward her for small faults, she has gotten such a head and is grown so insolent that her carriage towards us, especially myself, is insufferable. If I ask her to do a thing, she will tell me to do it myself, and she says that she can give satisfaction as well as any servant but she will not.... If I should write to you about all the reviling speeches and filthy language she has used towards me, I should but grieve you. My husband has tried all means to reform her, both reasons and persuasions, but she says that her heart and her nature will not allow her to confess her faults. If I tell my husband of her behavior towards me, when questioned she will deny all that she has done or spoken. So we know not how to proceed against her, but my husband now has hired another maid and is resolved to send her away the next week.*

**Source Information:** This is part of a 1636 letter from Mary Dudley to her mother Margaret Winthrop. Margaret Winthrop was the wife of John Winthrop, the first governor of the Massachusetts Bay Colony. Mary Dudley's husband Thomas Dudley also served as governor of the colony several times. Some historians consider Dudley to have been more rigid in dealing with religious conflicts than Winthrop as governor. Unlike Document 1, this document is a primary source. It is a letter by one woman who lived in New England society in the 1600s.

Source: Dudley, Mary. 1943. Winthrop Papers: Vol. III, 1631–1637. Internet Archive. <http://audio38.archive.org/stream/winthroppapersv3wint#page/n3/mode/2up>.



# The Colonial Era Assessment 9

*Advanced Level*

## Teacher Instructions

*Based on Common Core Reading Standard 9 for grades 9–12*

### ★ *Integration of Knowledge and Ideas*

- 9. (9–10)** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 9. (11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### ★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*The Colonial Era: Assessment 9* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 9–10 and grades 11–12 combined. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

### ★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should demonstrate awareness of Document 1's main claim, that Puritan New England achieved a "rough" equality (or "equity"), with some social distinctions still justified. Students should then comment on how Mary Dudley's letter either does or does not back up that claim. Good responses will site relevant details from each document—such as Document 1's detail about land being given out to the group, not to individuals, or Document 2's evidence of a divide between Dudley and her maid. Students may see Mary Dudley's letter as evidence of wider social divisions than are suggested by Document 1. Or they may see the independent spirit of Dudley's maid as evidence that some sort of "rough equality" did exist or was growing in New England. Good responses to the second question should deal with the problem of generalizing from one example. The best responses will see the need for any secondary account to corroborate a source by comparing it with other, related sources.

## The Colonial Era: Assessment 9

**Directions:** This exercise asks you to read two documents carefully and answer questions about specific details in them. One document is a secondary source; the other is an historical primary source. In order to better understand the documents, read and make use of the source information just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

**CCS Standard 9: (9–10)** Compare and contrast treatments of the same topic in several primary and secondary sources. **(11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### Document 1: A Secondary Source

Puritan towns were the most completely and equitably planned of any American settlements. Land that had belonged to Indians was handed out free of charge to town-building groups, rather than individuals. To keep title to it, the group had to build a town around a congregational church and agree, in a signed covenant, to live in harmony and Christian brotherhood. Since Puritans believed in equity, not equality, men of means and stature were given larger allocations of land for their families. Even so, a rough equality prevailed, and every family received land to build homes and farms. Ministers were not permitted to hold political office, but church and state acted together to enforce moral orthodoxy. And all families had to pay taxes to support the church, whether they were members or not.

**Source Information:** This is a passage from an online secondary source account called *English Settlement/New England and Virginia*. As a secondary source, it is not evidence from the time of Puritan New England. It is a later account by a historian writing about Puritan New England. It describes the nature of the small town communities the Puritans established in Massachusetts and other New England colonies. The passage gives a general description of the basic nature of those small communities. This account is from the transcript for a video for the “A Biography of America” program on the Annenberg Learner website.

Source: “A Biography of America: English Settlement.” Annenberg Learner. Accessed August 1, 2013.  
<http://www.learner.org/biographyofamerica/prog02/transcript/page04.html>.

# Student Handout

## Document 2: A Primary Source

*I thought it convenient to acquaint you and my father with the great affliction I have met with by my maid servant, and how I wish through God's mercy to be freed from it. At her first coming to me, she carried herself dutifully as became a servant. But through mine and my husband's patience toward her for small faults, she has gotten such a head and is grown so insolent that her carriage towards us, especially myself, is insufferable. If I ask her to do a thing, she will tell me to do it myself, and she says that she can give satisfaction as well as any servant but she will not.... If I should write to you about all the reviling speeches and filthy language she has used towards me, I should but grieve you. My husband has tried all means to reform her, both reasons and persuasions, but she says that her heart and her nature will not allow her to confess her faults. If I tell my husband of her behavior towards me, when questioned she will deny all that she has done or spoken. So we know not how to proceed against her, but my husband now has hired another maid and is resolved to put her away the next week.*

**Source Information:** This is part of a 1636 letter from Mary Dudley to her mother Margaret Winthrop. Margaret Winthrop was the wife of John Winthrop, the first governor of the Massachusetts Bay Colony. Mary Dudley's husband Thomas Dudley also served as governor of the colony several times. Some historians consider Dudley to have been more rigid in dealing with religious conflicts than Winthrop as governor. Unlike Document 1, this document is a primary source. It is a letter by one woman who lived in New England society in the 1600s.

Source: Dudley, Mary. 1943. Winthrop Papers: Vol. III, 1631–1637. Internet Archive. <http://audio38.archive.org/stream/winthroppapersv3wint#page/n3/mode/2up>.

## Assessment Questions

1. Does the evidence in Mary Dudley's letter, Document 2, back up the claims made in Document 1? Answer by citing at least one relevant detail from each document.
2. Would a historian be justified in using just one source, such as Document 2, to support or qualify a more general secondary source account such as Document 1? Explain your answer.

# The Colonial Era

## Writing Assignment 1

### Teacher Instructions

*The College and Career Readiness Anchor Standard for Writing*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

*[This standard is the basis for the corresponding No. 1 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.]*

### ★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*The Colonial Era: Writing Assessment 1* is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 1. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that makes meaningful claims and that develop those claims using relevant evidence and sound reasoning. The essay should make clear the strengths and limitations of the claims it makes while also considering possible challenges or counter claims.

### ★ Evaluating Student Responses to Writing Assignment 1

Essays for this assignment should be scored according to these criteria.

- How well does the essay state a claim addressing all elements of the prompt?
- Does the essay use evidence from all or most of the documents assigned for this task?
- Is the evidence explained effectively using careful reasoning and a logical flow of one idea to the next?
- Does the essay defend the claim in relation to any relevant alternative claims?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its claims?
- How well does the essay follow rules of usage, spelling and punctuation?

## The Colonial Era: Writing Assignment 1

**The Standard:** Write a brief essay that presents a well-reasoned argument focused on historical content.

### The Question

Using your background history knowledge and the primary source documents listed here, explain why you *do or do not agree* with the following statement: *“Religion played a central role in Puritan New England in the colonial era. But Puritan religious ideas made it harder for democratic values to develop in that region.”*

**Documents:** Base your essay on the primary and secondary source documents from the *Colonial Era* Assessments 1, 6, 7, 8 and 9.

### Instructions

- Write a brief well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce a specific claim that you can defend in response to the question.
- Support your claim with an argument based on evidence from the documents and sound reasoning about that evidence.
- Consider other possible claims that may differ from your own.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect all parts of your essay to the claim you are making.
- Write a conclusion that follows from the argument your essay has made.

# The Colonial Era

## Writing Assignment 2

### Teacher Instructions

*The College and Career Readiness Anchor Standard for Writing*

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

*[This standard is the basis for the corresponding No. 2 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.]*

### ★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*The Colonial Era: Writing Assessment 2* is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 2. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that uses sources effectively to provide strong support and evidence clarifying and explaining a central idea or set of ideas and concepts.

### ★ Evaluating Student Responses to Writing Assignment 2

Essays for this assignment should be scored according to these criteria.

- How well does the introduction address the prompt with a clear, well-defined central idea and a preview of supporting ideas?
- Does the essay use evidence from many of the documents assigned for this task?
- Is the evidence used effectively to support the essay's key ideas and concepts?
- Does the essay engage in careful reasoning and a logical flow of one idea to the next?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its key ideas?
- How well does the essay follow rules of usage, spelling and punctuation?

## The Colonial Era: Writing Assignment 2

**The Standard:** Write an informative/explanatory essay clearly describing and explaining historical events and trends.

### The Question

Pretend you are a colonist living in New England in 1700. A newspaper in England has invited you to write an essay describing what life is like in the colonies and explaining why you are or are not glad you live in colonial New England.

**Documents:** Base your essay on the primary and secondary source documents in all of the *Colonial Era* Assessments.

### Instructions

- Write a brief well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce the topic with a clear, well-defined central idea and preview in a general way other key ideas your essay will develop.
- Support each of your key ideas with evidence from many of the documents and with sound reasoning about that evidence.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect the major parts of your essay.
- Write a conclusion that follows from and summarizes the main points your essay has made.

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